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ABSTRACT

This evaluation report describes the Bilingual Education Talented Academy--Gifted and Talented Project (Project BETA) in its first year of a 3-year Elementary and Secondary Education Act Title VII funding cycle. The project served 307 students of limited English proficiency in two Bronx (New York) high schools. The predominant native languages spoken by participating students were Vietnamese, Korean, Chinese, and Spanish. The project's objectives were to help students achieve a high level of bilingual skills as well as English proficiency and to provide access to educational programs that had not been previously available to the bilingual gifted/talented student population. Project students received instruction in English as a Second Language, Native Language Arts, mathematics, science, social studies, computer science, and career education. The program provided educational options such as the Executive High School Internship Program, Cooperative Education Program, Shared Instruction Program, After School Occupational Skills Program, Talent Unlimited Program, and summer institutes. The project's non-instructional component included staff development, parental activities, the development of curricula and testing materials, and guidance and counseling. The report presents the evaluation methodology, program implementation, student outcome data, and recommendations. (JDD)

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OREA Report

EVALUATION SECTION REPORT

BILINGUAL EDUCATION TALENTED ACADEMY -
GIFTED AND TALENTED
PROJECT BETA

1988-89

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EVALUATION SECTION REPORT

BILINGUAL EDUCATION TALENTED ACADEMY - GIFTED AND TALENTED PROJECT BETA

1988-89

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BILINGUAL EDUCATION TALENTED ACADEMY - GIFTED AND TALENTED
PROJECT BETA
1988-89

SUMMARY

- Project BETA was fully implemented. During the 1988-89 school year, students received instruction in English as a Second Language; Native Language Arts; the content area subjects of science, mathematics, social studies, computer science; career education; and educational option courses. The project offered staff development, activities for parental involvement, curriculum and test development, and guidance and counseling services.

- Project BETA met its objectives in English as a Second Language, staff development, parental involvement, guidance and counseling, and student attendance. It failed to meet its objectives in Native Language Arts, content area subjects, and curriculum and test development. The project did not provide the necessary data to evaluate the educational option objective.

The Bilingual Education Talented Academy - Gifted and Talented project (Project BETA) was in the first year of a three-year Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The project served students of limited English proficiency (LEP students). A total of 307 students participated in the project, 222 in the fall and 182 in the spring. The project operated at Christopher Columbus and Theodore Roosevelt High Schools in the Bronx. The predominant native languages spoken by participating students were Vietnamese, Korean, Chinese, and Spanish. The project's objectives were to help students achieve a high level of bilingual skills as well as English proficiency and to provide access to educational programs that had not been previously available to the bilingual gifted and talented student population.

Project students received instruction in English as a Second Language (E.S.L); Native Language Arts (N.L.A), when available; the content area subjects of mathematics, science, and social studies; computer science; and career education. The content areas were taught with an E.S.L. methodology. The program provided educational options such as the Executive High School Internship Program, Cooperative Education Program, Shared Instruction Program, After School Occupational Skills Program, Talent Unlimited Program, and summer institutes. The project's non-instructional component included staff development, parental activities, the development of curricula and testing materials, and guidance and counseling.

To evaluate the program, the Office of Research, Evaluation, and Assessment (OREA) examined course passing rates, performance on the Language Assessment Battery (LAB), attendance data, information obtained from interviews of program and school personnel, and reports by the field observations of classes.

Project BETA met its objectives in E.S.L., as over 85 percent of participating students demonstrated a significant improvement in English language proficiency. Since staff members enrolled in college courses and attended proposed training courses, the project met its staff development objectives. Parental involvement was seen as a facilitating factor for program and student success. Over 60 parents attended E.S.L. classes. The parents of participating students showed greater parental involvement than did mainstream parents; therefore the project met its parental involvement objectives. Since each student met with the talent specialist at least twice for career advisement, Project BETA met its guidance and counseling objective. The project met its attendance objective as student attendance was at least ten percent greater than mainstream attendance. Project BETA did not provide enough data for OREA to assess the educational option course objective.

Since less than 85 percent of project students passed their N.L.A. and content area classes with a grade of at least 85, Project BETA did not meet its objectives in N.L.A. or the content areas. Students did show notable improvement in N.L.A. achievement from fall to spring. It is possible that the criterial for meeting both the N.L.A. and content area objectives were too rigorous. The project also did not meet the curriculum or test development objective. It developed two, not the required four, curriculum guides and did not develop the two testing instruments.

A bilingual educational enrichment center was available to BETA students at each of the sites. Native language guidance and counseling services were not always available, since Spanish and Vietnamese were the only languages spoken by the staff. There was also a dearth of content area teachers proficient in all of the languages.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Recruit personnel proficient in the students' native languages. If necessary, different sites can share their services.
- Modify objectives to make them realistic and feasible.
- Develop additional curriculum materials and testing instruments.

TABLE OF CONTENTS

PAGE

I. INTRODUCTION 1

History of Program 1
Setting 2
Participating Students 2
Staff 4
Delivery of Services 4
Report Format 5

II. EVALUATION METHODOLOGY 6

Evaluation Questions 6
Process/Implementation 6
Outcome 6
Evaluation Procedures 7
Sample 7
Instruments 7
Data Collection 7
Data Analysis 7
Limitations 8

III. EVALUATION FINDINGS: IMPLEMENTATION 9

Student Placement and Programming 9
Instructional Activities 10
English as a Second Language 10
Native Language Arts 11
Content Area Subjects 11
Educational Option Courses 12
Non-Instructional Activities 12
Support Activities 12
Staff Development 13
Curriculum and Test Development 13
Parental Involvement 14

IV. EVALUATION FINDINGS: OUTCOMES 16

Instructional Activities 16
English as a Second Language 16
Native Language Arts 16
Content Area Subjects 18
Educational Option Courses 18
Non-Instructional Activities 20
Guidance and Counseling 20
Attendance 20

V. CONCLUSIONS AND RECOMMENDATIONS 22

LIST OF TABLES

PAGE

TABLE 1: Number of Program Students by Age and Grade 3

TABLE 2: Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade 17

TABLE 3: Passing Rates for Program Students in Content Area Courses 19

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, Bilingual Education Talented Academy - Gifted and Talented (Project BETA). The project completed the first year of a three-year funding cycle. The aim of the program was to provide instructional and support services to talented and gifted students of limited English proficiency (LEP students) to ensure bilingual excellence.

HISTORY OF PROGRAM

Project BETA's purpose was to provide gifted and talented bilingual students access to programs and courses heretofore closed to them because of their limited English proficiency. Public Law 94-142 requires the New York City public school system to meet the needs of gifted and talented students; hence, the program made available special vocational and educational option programs to its participating students. Previously, advancement into these special courses necessitated that students pass an examination and oral interview that were given in English. Such a requirement effectively denied access to most bilingual gifted and talented students. Project BETA was initiated to provide an educational alternative designed specifically to meet their needs.

SETTING

Project BETA functioned at Christopher Columbus and Theodore Roosevelt High Schools in the Bronx. Both schools serve large immigrant populations. Theodore Roosevelt High School had a long history of offering bilingual education programs to LEP students. These programs focused primarily on Spanish-speaking students, who constitute about 60 percent of the student population, but also sought to serve Haitian, Bengali, Yugoslavian, and African students. Christopher Columbus High School did not have a long history of bilingual education. The difficulty of organizing a bilingual program at this school lay in the composition of the student population--small groups from a wide variety of countries speaking many languages.

PARTICIPATING STUDENTS

Project BETA students represented a wide variety of national and language groups: Cambodian/Khmer, Vietnamese, Chinese, Spanish, Italian, Arabic, Farsi, French, Hindi/Urdu, Korean, Russian, and Hatian/Creole. The project proposed to serve 260 students: 120 at Christopher Columbus, and 140 at Theodore Roosevelt High School. The project actually served 307 students during the 1988-89 school year. (See Table 1.) Since most Project BETA students were immigrants whose studies in their native countries had been interrupted, close to half were over-age for their grade.

Project BETA served gifted and talented students who lacked proficiency in understanding, speaking, reading, and writing

TABLE 1

Number of Program Students by Age and Grade[a]

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2				2
14	9	3	1		13
15	21	15	4		40
16	15	41	16	2	74
17	7	21	27	5	60
18	6	13	31	15	65
19	2	7	10	9	28
20		2	6	8	16
21		1	1		2
Total	62	103	96	39	300[b]

Over-Age Students

Number	30	44	48	17	139
Percent	48	43	50	44	46

Note: Outlined boxes indicate expected age range for grade.

[a]As of June 1988.

[b]Data were missing for seven students.

- Most participating students were in the tenth and eleventh grades.
- Close to half of the participating students were overage for their grade.

English. Student placement necessitated a high academic standing as well as teacher and guidance counselor recommendations. The students' mean number of years of schooling in the native country was 7.8 while the mean number of years of education in the United States was 1.7.

Negative conditions affecting participating students included economic problems, which frequently necessitated working after school, and cultural traditions that fostered early marriage.

STAFF

Project BETA staff included a project director and at each site, a talent specialist, and paraprofessionals. The project director's duties included overall administration and supervision of the project. The two talent specialists tested and placed project participants, taught English as a Second Language (E.S.L.), conducted interviews with students and parents, tutored and provided help with homework and computer training, and organized trips for cultural enrichment. Paraprofessionals provided assistance in the classroom and helped students with curriculum and career activities.

DELIVERY OF SERVICES

The project provided instruction in E.S.L; Native Language Arts (N.L.A), mathematics, science, and social studies taught using E.S.L. methodology; computer science; and career education, including orientation and planning. The project also offered

educational option courses to participating students. A bilingual educational enrichment center was available to BETA students at each site. The project provided students with guidance and counseling engaged in a variety of staff development activities, and organized a range of activities for increasing parent involvement.

REPORT FORMAT

This report is organized as follows: Chapter II presents the evaluation methodology; Chapter III describes the implementation of the program and discusses its implementation objectives; Chapter IV gives the student outcome data; Chapter V offers conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and outcome. Evaluation questions included the following:

Process/Implementation

- Did the program select students for participation according to the specific criteria proposed?
- Did the project implement the instructional activities for developing English language proficiency as proposed?
- Were staff development activities for improving instruction of gifted and talented bilingual students implemented?
- Was a bilingual educational enrichment center for the gifted and talented bilingual students established at each of the sites?
- Were planned parent activities initiated?

Outcome

- What was the average N.C.E. gain in English LAB scores after participation in the program for two semesters?
- What percentage of program students passed their N.L.A. courses?
- What percentage of program students passed their courses in mathematics, science, and social studies?
- How did the attendance rate of program students compare with that of mainstream students?

EVALUATION PROCEDURES

Sample

An OREA field consultant visited both program sites and observed four classes. At Christopher Columbus High School, the main program site, the consultant interviewed the project director and the principal. At Theodore Roosevelt High School, the consultant interviewed the assistant principal of bilingual education. OREA supplied the schools with a student data form for each project participant; the project returned data on 307 students.

Instruments

OREA developed interview and observation guides. The project director completed an OREA-developed questionnaire. Project personnel used OREA-developed data retrieval forms to report student demographic, attendance, and achievement data.

Data Collection

Consultants interviewed school and program staff and observed classes during a four-month period from February to May 1989. OREA distributed student data forms to the program director in January and April and collected them at the end of February and June.

Data Analysis

OREA used the Language Assessment Battery to assess improvement in English proficiency. Project BETA students were tested at grade level each spring. Students' raw scores were

converted to Normal Curve Equivalent (N.C.E.) scores, which have multiple advantages over other scoring methods. They are standard, normalized, and form an equal interval scale. ("Standard" indicates that the unit of measurement is a fraction of the standard deviation of the original distribution of raw scores; "normalized" refers to the fact that the scale is adjusted for the norm group so that its distribution has the shape of a normal distribution; and "equal interval scales" allow for legitimate aggregation or averaging of scores.) Project students' N.C.E.s indicated their relative standing in relation to the national average of 50.

To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

To insure representative achievement data, OREA included only those students who had been in the program for at least five months and had attended classes for at least 100 school days. OREA extrapolated to estimate full-year scores of late-arriving and early-exiting students.

Limitations

Since all LEP students are entitled to receive bilingual and E.S.L. services, OREA was unable to select an equivalent control group. However, the use of two sets of data, as outlined above, served in lieu of a control group.

III. EVALUATION FINDINGS: IMPLEMENTATION

Project BETA provided 307 students with E.S.L. instruction; N.L.A., where available; and bilingual or E.S.L. mathematics, science, social studies, computer science, and career education. The project's services included guidance and counseling, staff and curriculum development, and activities for parental involvement.

STUDENT PLACEMENT AND PROGRAMMING

Project BETA selected its students according to several criteria: participating students scored below the twenty-first percentile on the Language Assessment Battery (LAB)*, were recent arrivals (under two years in this country), and had academic records that indicated scholastic aptitude. Staff conducted interviews of prospective participants and assessed letters of recommendations from teachers and guidance counselors. Although students varied in English language proficiency, all Project BETA students demonstrated high academic achievement and were proficient in their native language. No BETA student had previously participated in a Title VII-funded bilingual program.

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-Language proficiency of non-native speakers of English in order to determine whether their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

INSTRUCTIONAL ACTIVITIES

The project proposed instructional activities in E.S.L., N.L.A., and content area subjects as well as educational option classes.

English as a Second Language

Both schools offered E.S.L. reading and writing courses at beginning, intermediate, and advanced levels. Students had two periods of E.S.L. daily. Classes contained students with a wide variety of native languages. Instruction was entirely in English.

At Christopher Columbus High School, the OREA field consultant observed two intermediate-level classes: English for the Foreign-Born and E.S.L. Ten project BETA students participated in the English for the Foreign-Born class. The teacher called upon individual students to answer questions about the story they had read for homework. The teacher wrote new and difficult words on the board and encouraged students to explain their meaning. The teacher corrected grammar and pronunciation and then asked students to repeat the difficult words and sentences. Following discussion of the reading, the teacher introduced a new story to the students and assigned one page as homework.

The E.S.L. class observed by the field consultant contained ten students, six of whom were in Project BETA. Each student read one sentence of a story, and the teacher defined new words. The teacher then wrote the topic of the class meeting (collective

nouns and comparative adjectives) on the blackboard, explained their use, and gave examples. Each student then wrote a sentence on the board using one of the nouns. The entire class then read the sentences from the blackboard. Both the teacher and the paraprofessional corrected students' pronunciation and walked around the classroom helping students as they did workbook exercises.

At Theodore Roosevelt High School, the OREA field consultant observed a more advanced E.S.L. class with five Project BETA students. The class eagerly discussed Stand and Deliver, a movie it had seen previously.

Native Language Arts

The OREA consultant observed a computer lab in Spanish at Theodore Roosevelt High School. Six students were present, each at a computer, editing a previously written essay on the use of drugs by young people. The compositions and the teachers' instructions were in Spanish. The teacher walked around the classroom helping students with both editing and computer use.

Content Area Subjects

The project offered a number of content area courses at both sites. Theodore Roosevelt High School offered bilingual courses in mathematics, science, social studies, computer science and keyboarding, and career orientation. It offered science and social studies in an E.S.L. format. Christopher Columbus High

School offered mathematics, science, social studies, and keyboarding in an E.S.L. context.

Project staff reported that there was a shortage of teachers in the content area subjects. To overcome this deficiency, Title VII project staff conducted classes at both sites. Some of these teachers attended special training courses on the teaching of content area subjects. The problem was exacerbated by the difficulty in finding teachers who spoke the diverse native languages of program students.

Educational Option Courses

Project BETA offered a variety of educational option courses to program students. These included the Executive High School Internship Program, Cooperative Education Program, Shared Instruction Program, After School Occupational Skills Program, Talent Unlimited Program, and summer institutes. Other activities included career day conferences, trips to various work places in New York City, and lectures by guest speakers who had been successful in their careers.

NON-INSTRUCTIONAL ACTIVITIES

The project proposed non-instructional implementation objectives in staff development, curriculum and test development, parental involvement, and support activities.

Support Activities

Project BETA provided a bilingual educational enrichment center at both sites. Here, project staff members tutored

students, individually and with computer-assisted instruction. Project BETA files, computers, and software were housed at these centers.

Both schools provided Project BETA students with guidance and counseling services. However, Project BETA staff were not proficient in all the program students' languages, so counseling services were not totally accesible to all students. Students also exhibited reluctance to use their services. Staff were exploring options to improve communication with target students.

Staff Development

The program objectives for staff development were:

- Five program staff members will enroll in at least one credit-bearing university course each semester.
- Ninety percent of program staff will demonstrate professional growth by passing and completing courses of study, as indicated by college transcripts, and attending in-service training sessions, as indicated by certificates and attendance records.

All five project staff members completed and passed credit-bearing college courses. Two staff members also attended in-service training. Project BETA met its staff development objectives.

Curriculum and Test Development

The program objectives for curriculum and test development were:

- The curriculum specialists will have developed four interdisciplinary subject-matter-oriented and applied E.S.L. curriculum guides geared for the gifted and talented high school bilingual student in the ninth and tenth grade mathematics, science, social studies, or

computer science courses as indicated by a project-developed inventory.

- Project staff will have developed at least two appropriate testing instruments in the native languages of the project in order to properly identify and place the gifted and talented bilingual high school student as indicated by project-developed inventory.

Project BETA staff developed one curriculum guide in social studies and one in mathematics but had not yet developed testing instruments in the native languages of the participating students. They planned to develop these testing instruments in the future. Project BETA failed to meet both its curriculum and its test development objectives.

Parental Involvement

The program objectives for parental involvement were:

- The project will offer classes in E.S.L. which will include issues and concerns in dealing with the gifted and talented bilingual student to at least 60 parents of project students.

- Parents of target students will demonstrate more involvement than parents of mainstream students by demonstrating 10 to 15 percent higher attendance at school functions, as indicated by school and project records.

The project provided computer and E.S.L. classes for the parents. The project reported that over 60 parents attended E.S.L. classes. Project BETA met its first parental involvement objective.

Project BETA extended invitations to parents to attend all open school activities and held monthly parent meetings and conducted personal interviews at both high schools. Project records indicated that 70 percent of mainstream parents and 80

percent of program parents attended school functions. Project BETA met its second parental involvement objective.

The parent involvement component of the program was successful. Staff members suggested that parent involvement at each site was the non-instructional service that had the greatest impact on the academic performance of project students.

IV. EVALUATION FINDINGS: OUTCOMES

INSTRUCTIONAL ACTIVITIES

The project proposed instructional objectives in E.S.L., N.L.A., content area subjects, and educational option courses.

English as a Second Language

The evaluation objective for the development of English language proficiency was:

- Eighty-five percent of the target students will demonstrate a significant statistical improvement in English language proficiency as indicated by the English Language Assessment Battery.

Complete LAB pretest and posttest N.C.E. scores were available for 173 students. (See Table 2.) The results show that program students in the ninth, tenth, and eleventh grades made significant gains, and the overall gain was significant. Project BETA achieved its E.S.L. objective.

Native Language Arts

The evaluation objective for N.L.A. was:

- Eighty-five percent of all target students will achieve a passing grade of 85 or better in N.L.A. classes as indicated by results on a teacher-made final test.

Project BETA provided complete N.L.A. information on 30 students in the fall semester and 91 students in the spring semester. Of these, 67 percent in the fall and 82 percent in the spring achieved a passing grade of 85 or better. Although the project failed to meet its N.L.A. objective, students showed notable gains in their native language skills.

TABLE 2

Pretest/Posttest N.C.E. Differences on
the Language Assessment Battery, by Grade[a]

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value
9	43	10.3	14.0	21.6	16.5	11.3	11.6	6.4*
10	61	10.3	10.6	19.0	11.2	8.7	11.7	5.8*
11	56	13.4	11.3	23.9	13.0	10.5	11.4	6.9*
12	13	19.9	9.4	23.3	12.4	3.4	13.9	0.9
TOTAL	173	12.0	11.9	21.6	13.4	9.5	11.8	10.6*

* $p<.05$

[a]As of June 1989.

- Students overall and in the ninth, tenth, and eleventh grades made significant posttest gains.

Content Area Subjects

The evaluation objective for content area subjects was that:

- Eighty-five percent of all target students will achieve a passing grade of 65 or better in the subject areas of science, mathematics, social studies, computer science, and career education as indicated by results on teacher made final tests, using tabulation of grade results.

In no subject area and in neither semester did the project meet this objective. (See Table 3.) The 100 percent passing figure for career education in the fall is meaningless, since only one student was involved.

Educational Option Courses

- The proportion of program students who are accepted to participate in educational option courses or programs will be equal to or greater than the proportion of mainstream students who are accepted.

The program reported that while approximately 40 percent of mainstream students were accepted in educational option courses or programs, it was too early in the program cycle to provide acceptance information on Project BETA students. OREA was therefore unable to assess whether the project met its objective for educational option courses.

TABLE 3

Passing Rates for Program Students in Content Area Courses

	Fall		Spring		Overall	
	Number of Students	Percent Passing	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	168	51.8	211.	61.6	379	57.2
Science	138	44.2	151	48.3	289	46.4
Social Studies	142	57.0	203	55.2	345	55.9
Computer Science	48	66.7	80	77.5	128	73.4
Career Education	1	100.0	65	75.4	66	75.8
TOTALS[a]	497	52.7	710	60.0	1207	57.0

[a]Total number reflects repeated measures for subjects, by group.

- Less than 85 percent of project students achieved grades of at least 85 in their content area courses.

NON-INSTRUCTIONAL ACTIVITIES

The project proposed two non-instructional outcome objectives, one in guidance and counseling and one in attendance.

Guidance and Counseling

The program objective for guidance and counseling was:

- Each student in the program will meet with the talent specialist for career advisement at least two times during the school year on an individual basis as indicated by program records.

The project employed a talent specialist at each of the two program sites. Program records indicate that each Project BETA student individually met twice with the talent specialist. The project achieved its guidance and counseling objective.

Attendance

The objective for attendance was:

- The attendance rate of target students will be ten to 15 percent greater than mainstream students as indicated by school records.

The project incorporated a number of supportive strategies to prevent student attrition and promote better attendance. These included early identification of those students who missed classes, home visits, tutoring and counseling, extracurricular activities, career education, and academic guidance. In addition, a Dropout Prevention Program and Parental Involvement Program functioned at Theodore Roosevelt High School.

Attendance data was computed on 88 students who participated in the project in both fall and spring semesters. Their mean

attendance rate was 96.0 percent; the mainstreamed students' mean attendance rate was 79.0 percent. As the attendance rate for the project students was 17.0 percent higher than that of the mainstreamed students, the project attained its attendance objective.

V. CONCLUSIONS AND RECOMMENDATIONS

In its first year of operation, Project BETA provided services to 307 gifted and talented LEP students who attended Christopher Columbus and Theodore Roosevelt High Schools in the Bronx. Participating students spoke a variety of languages including Chinese, Korean, Spanish, and Vietnamese, among others.

The goal of the project was to provide students with a high degree of academic excellence and English proficiency so they might effectively compete with mainstream students and have access to educational programs that had not previously been available to them. The instructional component of the program included courses in E.S.L.; N.L.A.; the content areas of mathematics, science, social studies; computer science, and career education. Educational option courses were also available to participating students. The non-instructional component of the program included parent activities, staff development, guidance and counseling, and curriculum development. Project BETA met its objectives in E.S.L., attendance, guidance and counseling services, parental involvement, and staff development. As this was the first year of the project, complete data was unavailable for the educational option programs. Despite the fact that the project failed to meet its objectives for N.L.A., content area subjects, and curriculum and test development, it did demonstrate successes in these areas. Participating students showed marked N.L.A. improvement in their spring semester

performance and the project acceomplished some of the curriculum development activities it had proposed. It is possible that the criteria for meeting both the N.L.A. and content area objectives were too rigorous. It would be unusual for 85 percent of any group of students to achieve grades of 85 or better.

Project BETA provided gifted and talented students with educational alternatives and support services not otherwise available to them. Project staff members felt that the parental component of the program was a facilitating factor in student performance. However, the project could not provide content area teachers and guidance counselors proficient in the diverse languages spoken by the students. Due to the unique characteristics of this student population, appropriate curriculum and testing materials are necessary ingredients of a successful program.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Recruit personnel such as content area teachers, guidance counselors, and paraprofessionals who are proficient in the students' native languages. If necessary different sites can share their services.
- Modify objectives to make them realistic and feasible.
- Develop additional curriculum materials and testing instruments.

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BILINGUAL EDUCATION TALENTED ACADEMY - GIFTED AND TALENTED PROJECT BETA 1988-89

EXECUTIVE SUMMARY*

- Project BETA was fully implemented. During the 1988-89 school year, students received instruction in English as a Second Language; Native Language Arts; the content area subjects of science, mathematics, social studies, computer science; career education; and educational option courses. The project offered staff development, activities for parental involvement, curriculum and test development, and guidance and counseling services.

- Project BETA met its objectives in English as a Second Language, staff development, parental involvement, guidance and counseling, and student attendance. It failed to meet its objectives in Native Language Arts, content area subjects, and curriculum and test development. It was too early for the project to provide the data necessary to assess student acceptance into the educational option program.

The Bilingual Education Talented Academy - Gifted and Talented project (Project BETA) was in the first year of a three-year Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The project served students of limited English proficiency (LEP students). A total of 307 students participated in the project, 222 in the fall and 182 in the spring. The project operated at Christopher Columbus and Theodore Roosevelt High Schools in the Bronx. The predominant native languages spoken by participating students were Vietnamese, Korean, Chinese, and Spanish. The project's objectives were to help students achieve a high level of bilingual skills as well as

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English proficiency and to provide access to educational programs that had not been previously available to the bilingual gifted and talented student population.

Project students received instruction in English as a Second Language (E.S.L); Native Language Arts (N.L.A), when available; the content area subjects of mathematics, science, and social studies; computer science; and career education. The content areas were taught with an E.S.L. methodology. The program provided educational options such as the Executive High School Internship Program, Cooperative Education Program, Shared Instruction Program, After School Occupational Skills Program, Talent Unlimited Program, and summer institutes. The project's non-instructional component included staff development, parental activities, the development of curricula and testing materials, and guidance and counseling.

To evaluate the program, the Office of Research, Evaluation, and Assessment (OREA) examined course passing rates, performance on the Language Assessment Battery (LAB), attendance data, information obtained from interviews of program and school personnel, and reports of classroom observations.

Project BETA met its objectives in E.S.L., as over 85 percent of participating students demonstrated a significant improvement in English language proficiency. Since staff members enrolled in college courses and attended proposed training courses, the project met its staff development objectives. Parental involvement was seen as a facilitating factor for program and student success. Over 60 parents attended E.S.L. classes. The parents of participating students showed greater parental involvement than did mainstream parents; therefore the project met its parental involvement objectives. Since each student met with the talent specialist at least twice for career advisement, Project BETA met its guidance and counseling objective. The project met its attendance objective as student attendance was at least ten percent greater than mainstream attendance. It was too early for Project BETA to provide students acceptance data into the educational option program for OREA to assess the educational option objective.

Since less than 85 percent of project students passed their N.L.A. and content area classes with a grade of at least 85, Project BETA did not meet its objectives in N.L.A. or the content areas. Students did show notable improvement in N.L.A. achievement from fall to spring. It is possible that the criteria for meeting both the N.L.A. and content area objectives were too rigorous. The project also did not meet the curriculum or test development objective. It developed two, not the required four, curriculum guides and did not develop the two testing instruments.